

University of North Texas at Dallas
Fall, 2016
SYLLABUS

COUN 5790 Counseling Culturally Diverse Clients 3HRS			
Department of	Counseling	Division of	Education and Human Services
Instructor Name:	Dr. Cyndi Matthews, LPC-S, NCC		
Office Location:	UNT Dallas Campus, Founders Hall Building 1, Counseling Clinic, Room 140F		
Office Phone:	972-780-1390 or Evette Thomas at 972-780-3646		
Email Address:	cynthia.matthews@untDallas.edu		
Office Hours:	Tuesdays, Wednesdays, & Thursdays 3pm-5pm – please email for appt.		
Virtual Office Hours:	N/A		
Classroom Location:	UNT Dallas Campus Bldg 1, Counseling Clinic		
Class Meeting Days & Times:	Thursday 7:10 pm - 10:00 pm		
Course Catalog Description:	COUN 5790. Development of counseling skills and strategies based upon the special needs and characteristics of culturally and ethnically diverse clients. 3 hours.		
Prerequisites:	Prerequisite(s): COUN 5680 & 5710		
Required Text:	Sue, D. W., & Sue, D. (2013). <i>Counseling the culturally diverse: Theory and practice</i> (6th ed.). New York: John Wiley & Sons.		
Recommended Text and References:	<p>Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (2010). <i>Handbook of multicultural counseling</i> (3rd ed.). Thousand Oaks, CA: Sage.</p> <p>Lee, C. C. (2006). <i>Multicultural issues in counseling</i> (3rd ed.). Alexandria, VA: American Counseling Association.</p> <p>Robinson-Wood, T. L. (2009). <i>The convergence of race, ethnicity, and gender: Multiple identities in counseling</i> (3rd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.</p>		
Required Selected Articles: Articles can be found on Blackboard or through UNTDallas	<p>Chandler, C. K., Holden, J. M., & Kolander, C. A. (1992). Counseling for spiritual wellness: Theory and practice. <i>Journal of Counseling & Development</i>, 71, 168-175.</p> <p>Croteau, J.M. (1999). One struggle through individualism: Toward an antiracist white racial identity. <i>Journal of Counseling & Development</i>, 77, 30-32.</p> <p>D’Andrea, M. (1999). The evolution and transformation of a white racist: A personal</p>		

Library resources	<p>narrative. <i>Journal of Counseling & Development</i>, 77, 38-42.</p> <p>D’Andrea, M., & Sprenger, J. (2007). Atheism and nonspirituality: Diversity issues counseling. <i>Counseling and values</i>, 51, 149 – 158.</p> <p>Friend, R.A. (1993). Choices, not closets: Heterosexism and homophobia in schools. In L. Weis & M. Fine, (Eds.), <i>Beyond silenced voices</i> (pp. 209-235).</p> <p>Fukuyama, M.A. (1999). Personal narrative: Growing up biracial. <i>Journal of Counseling & Development</i>, 77, 12-14.</p> <p>Hermann, M. A., & Herlihy, B. R. (2006). Legal and ethical implications of refusing to counsel homosexual clients. <i>Journal of Counseling and Development</i>, 84, 414-418.</p> <p>Mahalik, J. R., Good, G. E., & Englar-Carlson, M. (2003). Masculinity scripts, presenting concerns, and help seeking: Implications for practice and training. <i>Professional Psychology: Research and Practice</i>, 34, 123-131. doi: 10.1037/0735-702834.2.123</p> <p>Matthews, C. H. (2015). Gender Aware Therapy. <i>Encyclopedia of Theory in Counseling and Psychotherapy</i>, Edward Neukrug (Ed). NY: Sage Publishers</p> <p>Matthews, C. H., & Salazar, C. F. (2012). An integrative, empowerment model for helping lesbian, gay, and bisexual youth negotiate the coming-out process. <i>Journal of LGBT Issues in Counseling</i>, 6, 96-110. doi.org/10.1080/15538605.2012.678176</p> <p>McIntosh, P. (1995). White privilege and male privilege: A personal account of coming to see correspondences through work in Women’s Studies. In M.L. Andersen & P.H. Collins (Eds.), <i>Race, class and gender: An anthology</i> (pp. 76-87). Belmont, CA: Wadsworth.</p> <p>Pederson, P. (1987). Ten frequent assumptions of cultural bias in counseling. <i>Journal of Multicultural Counseling and Development</i>, 15, 16-24.</p> <p>Root, M.P.P.P. (1996). The multiracial experience: Racial borders as a significant frontier in race relations. In M.P.P.P. Root, (Ed.), <i>The multiracial experience: Racial borders as the new frontier</i> (pp. xiii-xxvii). Thousand Oaks, CA: Sage</p> <p>Williams, C.B. (1999). Claiming a biracial identity: Resisting social constructions of race and culture. <i>Journal of Counseling & Development</i>, 77, 32-35.</p>
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Access to Learning Resources:	<p>UNT Dallas Library: phone: 972-338-1616 web: https://www.untDallas.edu/library e-mail: untlibrary@unt.edu</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.bkstr.com/northtexasatdallasstore/home e-mail: 1012mgr@fhcg.follett.com</p>
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Course Goals or Overview:	
	<p>The goal of this course is described as follows:</p> <p>As a step in the process of developing multicultural and advocacy counseling competencies, each student will develop self-awareness regarding one’s own cultural beliefs, values, and experiences; develop awareness of others’ culture-linked experiences;</p>

and develop skills for providing culturally-sensitive services to clients in community, school, and university settings.

Learning Objectives/Outcomes:

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator CA-CACREP 2009 Standards
Students will demonstrate an understanding of multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	Chapter online Discussion Board using <i>Counseling the culturally diverse theory and practice</i> Community Interviews Objective Quizzes	Group discussion and unit quiz Field experiences Research	CA-II.G.2.a SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 3, 4, 5 CF1
Students will demonstrate an understanding of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	Chapter online Discussion Board using <i>Counseling the culturally diverse theory and practice</i> Cultural Identity Development Project Introspective Essays Community Interviews Objective Quizzes	Group discussion and unit quiz Field experiences Research Reflection papers	CA-II.G.2.b SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF 1, 5
Students will demonstrate an understanding of theories of multicultural counseling, identity development, and social justice	Chapter online Discussion Board using <i>Counseling the culturally diverse theory and practice</i> Journal Article Reviews Objective Quizzes	Group discussion and unit quiz Research	CA-II.G.2.c SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF1
Students will demonstrate an understanding of individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies	Chapter online Discussion Board using <i>Counseling the culturally diverse theory and practice</i> Journal Article Review Objective Quizzes	Group discussion and unit quiz Field experiences Research Reflection papers	CA-II.G.2.d SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF 1, 5
Students will demonstrate an understanding of counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy	Chapter online Discussion Board using <i>Counseling the culturally diverse theory and practice</i> Cultural Identity Development	Group discussion and unit quiz Field experiences	CA-II.G.2.e SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> <u>SBEC Standard V- (1)</u> SBEC Standard VI- (1), (2)

and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body	Project Introspective Essays Objective Quizzes	Research Reflection papers	NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF 1, 5
Students will demonstrate an understanding of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination	Chapter online Discussion Board using <u>Counseling the culturally diverse theory and practice</u> Community Interviews Objective Quizzes	Group discussion and unit quiz Field experiences Research Reflection papers	CA-II.G.2.f SBEC Standard I- (7), (9) <u>SBEC Standard IV- (1)</u> SBEC Standard V- (1) SBEC Standard VI- (1), (2) NCATE Standard 4 DDP 1, 2, 3, 4, 5 CF 1, 5
Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services	Chapter online Discussion Board using <u>Counseling the culturally diverse theory and practice</u> Community Interviews	Group discussion and unit quiz Field experiences Research	CMHC-E.1
Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Chapter online Discussion Board using <u>Counseling the culturally diverse theory and practice</u> Cultural Identity Development Project Introspective Essays Community Interviews	Group discussion and unit quiz Field experiences Research Reflection papers	CMHC-E.2
Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	Chapter online Discussion Board using <u>Counseling the culturally diverse theory and practice</u>	Group discussion Field experiences	CMHC-E.4
Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	Chapter online Discussion Board using <u>Counseling the culturally diverse theory and practice</u>	Group discussion	CMHC-E.5
Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	Advocacy Project	Field experience	CMHC-E.6

Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients	Advocacy Project	Field experience	CMHC-F.1
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Course Outline

This schedule is merely a suggestion of topics to be covered and may deviate from the below schedule. *The schedule subject to change by the instructor.* Any changes to this schedule will be communicated by the instructor in class.

TOPICS & READING	TIMELINE, Week of ASSIGNMENTS DUE
1. Introduction and Overview <ul style="list-style-type: none"> • Respectful Counseling Model • ADDRESSING MODEL <p><u>Readings :</u> Sue & Sue Text (Chapter 1)</p>	8/25/2015 <ul style="list-style-type: none"> • Values Clarification Exercises • Multicultural Questionnaire • Quiz 1 at end of class • Start Personal Journal – write first entry
2. Discrimination & Oppression <p>Video: A Class divided</p> <p><u>Readings :</u> Sue & Sue Text (Chapter 2) Arredondo Article (1996)</p>	9/1/2015 <ul style="list-style-type: none"> • Quiz 2 at beginning of class • Write Journal Entry
3. Politics of Counseling: Trust & Mistrust <p><u>Readings :</u> Sue & Sue Text (Chapters 3, 4, 5) Ridley 15 Propositions of Racism Article (2005)</p>	9/8/2015 <ul style="list-style-type: none"> • Quiz 3 at beginning of class • Write Journal Entry
4. Microaggressions <p><u>Readings :</u> Sue & Sue Text (Chapter 6 & 7) Pederson Article (1987)</p>	9/15/2015 <ul style="list-style-type: none"> • Quiz 4 at beginning of class • Write Journal Entry
5. Culturally Appropriate Assessment & Interventions <p><u>Readings :</u> Sue & Sue Text (Chapter 8 & 9)</p>	9/22/2015 <ul style="list-style-type: none"> • Quiz 5 at beginning of class • Personal Assessment Paper Due • Write Journal Entry
6. Racial & Cultural Identity in People of Color <p><u>Readings :</u> Sue & Sue Text (Chapter 11)</p>	9/29/2015 <ul style="list-style-type: none"> • Quiz 6 at beginning of class • First set of journal entries due • Write Journal Entry
7. White Racial Identity Development	10/6/2015 <ul style="list-style-type: none"> • Peer Reviewed Journal Articles Due

<p><u>Readings :</u> Sue & Sue Text (Chapter 12) McIntosh Article (1995) Croteau Article (1999) DÁndrea Article (1999)</p>	<ul style="list-style-type: none"> • Midterm Handed Out • Quiz 7 at beginning of class • Write Journal Entry
<p>8. Multiracial Descent</p> <p><u>Readings :</u> Sue & Sue Text (Chapter 18) Root Article (1996) Fukuyama Article (1999) Williams Article (1999)</p>	<p>10/13/2015</p> <ul style="list-style-type: none"> • Midterm Due • Quiz 8 at beginning of class • Write Journal Entry
<p>9. Counseling LGBTQQIAAP Individuals</p> <p><u>Readings :</u> Sue & Sue Text (Chapter 22) Friend Article (1993) Hermann & Herlihy Article (2006) Matthews & Salazar Article (2012)</p>	<p>10/20/2015</p> <ul style="list-style-type: none"> • Quiz 9 at beginning of class • Write Journal Entry
<p>10. Counseling African Americans</p> <p><u>Readings :</u> Sue & Sue Text (Chapter 14)</p>	<p>10/27/2015</p> <ul style="list-style-type: none"> • Quiz 10 at beginning of class • Write Journal Entry
<p>11. Counseling Native Americans & Alaskan Natives, Asian Americans</p> <p><u>Readings :</u> Sue & Sue Text (Chapter 10, 15, 16)</p>	<p>11/3/2015</p> <ul style="list-style-type: none"> • CULTURAL EVENT PAPER DUE • Last day to have interview Questions approved • Quiz 11 at beginning of class • Write Journal Entry
<p>12. Counseling Latinos</p> <p><u>Readings :</u> Sue & Sue Text (Chapter 17)</p>	<p>11/10/2015</p> <ul style="list-style-type: none"> • Quiz 12 at beginning of class • Write Journal Entry
<p>13. Counseling Women and Men</p> <p><u>Readings :</u> Sue & Sue Text (Chapter 24) Mahalike, Good, Englar Article (2003) Matthews Article (2015)</p>	<p>11/17/2015</p> <ul style="list-style-type: none"> • FINAL PAPER DUE • FINAL EXAM HANDED OUT • Quiz 13 at beginning of class • Write Journal Entry

14. Happy Thanksgiving!	11/26/2015
15. Counseling Religious Individuals Readings: D'Andrea & Sprenger Article (2007) Chandler, Holden, & Kolander Article (1992)	11/31/2015 • Quiz 14 at beginning of class • Write Journal Entry
16. Individual Presentations Counseling Arabs & Muslims (chapter 19) Counseling Jewish Americans (Chapter 20) Counseling Immigrants & refugees (Chapter 21) Counseling Older Clients (Chapter 23) Counseling Individuals with Disabilities (Chapter 26) Counseling those in Poverty (Chapter 25)	12/7/2015 • Quiz 9 at beginning of class • PRESENTATIONS DUE • Final Journal Entries Due
17. FINAL EXAM DUE ONLINE	12/14/2015

TOPICAL OUTLINE OF CONTENT includes, but is not limited to, the following:

- I. Historical contexts of culture
 - A. The world in a cultural context
 - B. Immigration through U.S. history
 - C. Prejudice and oppression against various minorities and diverse groups
 - D. World views of diverse groups
 - E. Melting pot versus salad bowl/mosaic philosophies
 - F. Diverse groups in economic, political, and sociocultural contexts
 - G. Emic versus etic views

- II. Multicultural and pluralistic trends
 - A. Multicultural and racial identity development and views on acculturation
 - B. Multiculturalism as a fourth force in counseling
 - C. Multiculturalism in the context of human development
 - D. Characteristics and concerns of diverse groups
 - E. Contemporary views on prejudice and diversity
 - F. Research on prejudice and cultural sensitivity
 - G. Attitudes toward multiculturalism

- III. Various types of diversity in counseling contexts
 - A. Counselor attitudes toward various diverse groups
 - B. Counselor values as they relate to diversity
 - C. Ethics and diversity
 - D. Matching models of multicultural counseling
 - E. World-view structures for counseling diverse groups
 - F. Counseling from multicultural development models

- G. Bicultural models
- H. Group counseling in multicultural contexts
- I. Family counseling in multicultural contexts
- J. Counseling with specific diverse populations

METHOD OF INSTRUCTION

Instructional methods may include assigned readings, role plays, group discussion, didactic lectures, journal exploration, individual/triadic and group supervision, case conceptualizations and related presentations, video/film analysis, and experiential activities.

COURSE REQUIREMENTS

1. **Participation/Attendance/No Tardiness:** Please see rubric at end of syllabus for expected behavior related to Department Policies.
2. **Required Papers/Presentations:** Papers are due on the dates noted in the syllabus. The Cultural Event paper may be turned in at any time during the semester, up to and including the date noted in the syllabus. **All papers are due at the beginning of the class period.** Late papers will have 10% deducted from the final score.
3. **Personal Assessment Paper:** The purpose of this paper is to summarize the insights you have gained about yourself through the various structured self-exploration activities and class discussions. These activities and discussions are designed to stimulate introspection and increase self-awareness. ***Guidelines for this paper are included in the syllabus on Page 13.***
4. **Tests:** There will be a take-home midterm exam and an in class final exam. These will be a combination of essay and short answer.
5. **Quizzes:** Quizzes will be given at the beginning of each class covering the readings for the week. Quiz 1 will be given at the end of the lecture on Week 1.
6. **Journal Entries:** You will be expected to write a journal entry each week, either covering what was discussed in class and thoughts concerning it, something that happened outside of class that had to do with class discussions, or current events that have to do with Multicultural/Diversity Issues. These will be turned in twice during the semester. See Syllabus for dates.

Items #7, 8, and 9 will focus on a cultural subgroup you have chosen for more in-depth study. You will choose a subcultural group to focus on throughout the semester. This group must be any ethnic or racial minority group *different from your own*, chosen from the following:

- Hispanic/Latino American
- Asian American or Pacific Islander
- Native American or Alaskan Native
- African American

Multiracial/multiethnic
Arab or Muslim Americans
Lesbians, Gays, Bisexual, Transgender (LGBT)
Persons with disabilities

a). Emphasize your chosen racial or ethnic minority group and include some additional, more specialized knowledge: e.g. mainly focus on Native Americans; as part of your inquiry, look into concerns for Native American gays and/or lesbians.
b). Give equal weight to your chosen racial or ethnic minority group and gays and lesbians, older adults, women, or persons with disabilities. e.g. Focus on Asian American women, Native American women, etc. e.g. Focus on Hispanic American elders, Asian American elders, etc.

5. **Journal Articles:** Research 5 *professional journal articles* addressing issues related to counseling the *subgroup* you have chosen to study. For *each* article: on **one** page, single spaced, give an APA citation as the heading, then briefly summarize the article, give your reactions to the journal article, and indicate whether you would recommend this article or not and why. Articles older than 15 years will not be accepted. Articles must be from at least three different journals.
6. **Cultural Event:** Given the subcultural group you have chosen, attend one cultural activity. This is not an “anthropology” assignment. Rather, it is an opportunity to experience being a cultural outsider. You will write up your experience in a 2-3 page paper. The emphasis of the paper is on your personal reactions to the experience and your possible internal dialogues.
7. **Group Class Presentation:** You will work with 2 or 3 other individuals in the class to present one of the following chapters to the class.

The presentation should be about 10-15 minutes long and should include a Power Point/Prezi presentation. Handouts (double sided) should be provided to class members.
Be sure to include important issues to this population and implications for counseling.

- Counseling Arabs and Muslims
- Counseling Jewish Americans
- Counseling Immigrants
- Counseling Older Clients
- Counseling Persons with Disabilities
- Counseling Individuals in Poverty

8. **Final Paper - A Cross-Cultural Interview:** The final paper is a culminating statement of the semester’s work, outlining the process and content for increased cultural competence. Make this a personal statement that is well grounded in the literature. Please see “Final Paper - A Cross-Cultural Interview” for instructions.

Student performance evaluation criteria and procedures

Instrument	Value (points or percentages)
Assigned Readings/Resources and Group Participation	Professional Responsibility See Rubric at end of Syllabus
Chapter Quizzes	120
Personal Journal Articles	60 (12x5 each)
Cultural Event	40
Personal Assessment Paper	40
Peer Reviewed Articles (5)	40
Midterm Exam	50
Class Presentation	20
Final Exam	50
Final Paper – Cultural Culmination	100
Total:	520

GRADING

90% = A
80% = B
50% = F

70% = C
60% = D

COUN 5790.001
COUNSELING CULTURALLY DIVERSE POPULATIONS
PERSONAL ASSESSMENT PAPER

Objective: To identify and explore personal attitudes, values, and behaviors that can impede or enhance the cross-cultural helping relationship.

In the first few weeks of class you have had the opportunity to explore some of your own beliefs, thoughts, and attitudes through discussions, introspection, and readings. **In 4-5 pages**, write your reaction to these stimuli with respect to insights you have gained about yourself.

Address at least three of the following questions in your paper:

1. What have I discovered about myself as I examine my own personal values, beliefs, and attitudes that can influence my ability to help a culturally diverse client?
2. What do I need to explore and develop in myself in order to increase my sensitivity to and/or awareness of cross-cultural issues?
3. What stops me from confronting some very difficult issues about prejudice, racism, and stereotypes?
4. Where and how did I learn my bias?
5. What strengths do I have that may be of value in a helping relationship with someone from a different culture?

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To *guide your thinking* as you prepare to answer the *above* questions, you might consider such issues as:

1. What is my motivation for studying this subject?
2. What experiences in my life have influenced my feelings about cross-cultural issues?
3. What do I feel about my own ethnic identity?
4. How do I describe my value orientation?
5. What biases, positive or negative, do I hold regarding certain groups of people?
6. How flexible am I to experiences, values, and worldviews of individuals who are different from me?

COUN 5790:001
FINAL PAPER- A CROSS-CULTURAL INTERVIEW

The final paper is a culminating statement of the semester's work, outlining the process and content for increased cultural competence. Make this a personal statement that is *well grounded in the literature*.

- A. Conduct an interview with a person from the cultural subgroup which you have been studying. ****Discuss your choice of interview participant with me prior to doing the interview.** The session should be approximately 1-2 hours in length, and must be tape-recorded. You may be asked to turn in the taped interview. Please make sure to include a permission to tape form as well.
- B. Using the following headings and subheadings, *summarize* your findings. **Compare your findings with the classroom readings and the journal articles you have read.** Your paper should be divided into five sections:
1. **Introduction:** In this section discuss how you selected your interview participant, where the interview was conducted, and your personal reactions as you scheduled and then met for the interview.
 2. **Interviewee's Worldview and Life Experiences:** This section should include three subsections which address the following:
 - a. *primary cultural values* (age, generation, family, social structure, values, beliefs, language, etc.)
 - b. *bicultural experiences* (acculturation, conflict, identity, social relationships, etc.)
 - c. *consequences of oppression* (personal experiences, reactions, worldview, coping style, etc.)

* Based on your readings, personal explorations, and class discussions, you will develop a list of ten questions which you will use to address these issues in the interview.

**** You must clear these interview questions with me prior to the interview. Include the list of questions in the appendix of your paper.**
 3. **Similarities and Differences:** Compare and contrast your cultural history and experiences with the life experiences of your interviewee.
 4. **Reactions and Personal Insights:** This section should include two subsections:
 - a. Personal insights (Reflect on your level of cultural awareness at the start of the semester, how have you grown, what have you learned about yourself and those around you, etc.)
 - b. Future personal development (What you need and intend to do to continue your process for cultural awareness and development, fears you will need to confront in the future, supports you will seek out, and so forth).
 5. **Conclusions:** Describe your internal reactions to, and observations of, the interviewee's communication style, and the interaction between you and the interviewee. Consider issues of trust level, immediacy, tone, attitudes of both parties, and unique qualities of the interviewee. Finally, comment on the possible counseling issues for this individual and

the appropriate counseling strategies as well as any other dynamics a counselor would need to be effective with him or her.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Assignments are expected to be submitted on the due date designated in the syllabus. Assignments that are not submitted by the end of the day on which they are due will receive an automatic deduction of 5pts. Assignments will receive a deduction of 5 pts/day they are late. Assignments that are more than 3 days late will not be accepted, and the student will be assigned a 0 for the assignment.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. Students who miss any periods of class will have points deducted from their final grade, unless it is a medical emergency or death of immediate family member. Written documentation is required to substantiate any emergency absence in which the student asked to be excused. Attendance is defined as both physical and intellectual presence. Therefore, students who are not fully present during class will be asked to leave and assigned an absence for the day. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed

classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class by contacting a classmate. It is not the professor's responsibility to update the student on missed information. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Additional Policies:

- *Use of Cell Phones & other Electronic Devices in the Classroom*

Due to the experiential nature of this class and the importance of the information being conveyed during lecture, electronic devices, except for laptops, are not to be used during class time. Cell phones must be set to vibrate or silent during class, and for no reason may a student make or receive a call during class, except for medical emergencies. In addition, texting is not allowed during class time. Students must set their texting device (cell phone, smart phone, etc...) to silent. Students who engage in texting or phone calls during class will be asked to leave.

- *Food & Drink in the Classroom*

Due to the length and time during which class has been scheduled food and drink are allowed in the classroom. However, it is the responsibility of the student to bring food which does not result in distraction from participation in class activities. Students are responsible for cleaning any trash which results from their food items and cleaning any spills/messes.

- *Grade of Incomplete, "I"*

For this course the grade of "I" is, as a general rule, not given. If a student believes that they possess extenuating circumstances which bear the instructor's consideration, a conference with the instructor should be scheduled.

UNT Dallas
Department of Counseling and Human Services
Class Attendance and Participation Rubric

In an effort to cultivate an effective learning environment, faculty members request that each student meets expectation of the following behaviors. **The intent of this rubric is NOT to be punitive but rather to have clear and consistent expectations across the department.** Students have the freedom to choose their behavior. Faculty will enforce the following guidelines for the behaviors that students choose.

	Meets Expectation -0% of grade	Occasionally Below Expectation -5% of final grade	Consistently Below Expectation -10% of final grade (-2.5% for each additional missed class tardy)
1. Attendance	Attends all class with one or less excused absence.	Misses one class with excused absence and one absence due to emergency (family member death, hospitalization, or something involving police or firefighters).	Misses two or more classes due to non-emergency (family member death, hospitalization, or something involving police or firefighters).*
2. Punctual	Arrives and is ready to begin on time with no more than one tardy and remains to the end of class.	Is more than 5-10 minutes tardy two times or leaves class early two times.	Is more than 10 minutes tardy more than two times or leaves class early more than two times.*
3. Quality Contribution	Questions and comments are on topic, indicate reflection and knowledge of readings, and contribute to a deeper understanding.	Questions and comments are occasionally (2 times) tangential, do not indicate knowledge of readings, and do not contribute to a deeper understanding.	Questions and comments are often tangential (3+ times), do not indicate knowledge of readings, and do not contribute to a deeper understanding.
4. Attentive Behavior	Pays attention and does not engage in side conversations or off-task technology activity (i.e. texting, surfing web, social networking) more than once a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) twice a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) more than twice a semester.
5. Responsible Behavior	Is consistently informed by checking Blackboard, syllabus, and emails for instructions and updates.	Is uninformed about instructions and updates twice.	Is uninformed about instructions and updates more than twice.

* Results in drop in the final letter grade in class. If two or more, then drops another letter grade.